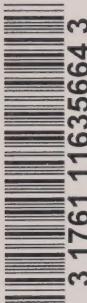


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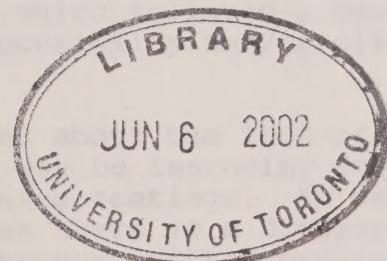


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WGW SERVICES LIMITED

REVIEW OF FAIR ACCESS UNDER THE CANADA-ONTARIO LABOUR FORCE DEVELOPMENT AGREEMENT

AT
FOUR LOCATIONS IN ONTARIO



Final Report

June, 1993

SUMMARY OF FINDINGS

This study was designed to capture some baseline data on how fair access is operating currently in 4 locations in the Province: Ottawa, Niagara, Toronto West, and North Bay. The study was carried out by Mr. William Wolfson of WGW Services Ltd.

Following is a summary of the findings (data refer to all 4 locations for the 18 month time period of fiscal 91/92 and the first half of 92/93, unless otherwise noted):

CEC Activities

- About \$13.8M was allocated to project based training; colleges were the coordinator for about one fifth of the 100 projects, although they received about one half of the funds. Not-for-profit community based trainers were the other major beneficiaries. The data show that colleges typically were not given the opportunity to be the coordinator in cases where others were selected to do the training as the CEC renewed a number of projects on an annual basis.
- The CECs made 93 local purchases totalling almost \$1.2M; the purchases were split evenly between Basic Skills and Skills Training. Colleges received almost three quarters of the funding, with for-profit trainers receiving the majority of the rest. Tendering was used for about 10% of the purchases (about 40% of the funding). In most of the other cases, the purchase was of a single seat, which followed a canvassing of the marketplace by the CEC counsellor and/or client.
- Colleges expressed some concerns about the lack of information from the CEC; this may be improving as CECs have recently instituted local planning meetings. In one location, the college feels that there is a disproportionate share of the monies expended through another provider without fair opportunity provided to the college. This situation requires further review.

CITC Activities

- CITCs purchased almost \$7.7M of training, predominantly skills training. Colleges received about 70% of the funding, and for-profit trainers received 20%. A "tendering process" was used in the majority of cases during the study period, with colleges appearing to be successful in over 90% of the cases where they chose to submit. Three of the four CITCs are now using a tendering process for virtually all purchases. Two are using a pre-qualification process in which potential trainers submit their credentials for approval to bid.
- Colleges are kept apprised of CITC activities through their membership on the committee. In only one case did the college state that lead times to make submissions was too short. The pre-qualification process seems to be working well.

Comments On Fair Access

- Most of the officials interviewed saw the purpose of fair access as providing a level playing field for all trainers.
- The benefits of fair access were cited as equity (same rules for all), and efficiency (lower costs).
- Recent planning meetings in all 4 communities were used to communicate the notions of fair access to the training community.
- Officials have various views on whether fair access has been fair to all: some say yes, some say no.

Competitiveness Of Colleges

- Officials from the CEC, CITC, and the college all agreed that the training marketplace is becoming more competitive, and that colleges need to strengthen themselves to meet the challenge from others.
- Almost all CEC and CITC officials in the four locations could cite examples of how the local college had indeed become more responsive and cost effective. College staff spoke of their determination to become more competitive, and identified recent organizational changes at their college directed at focusing efforts in this area.



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I. INTRODUCTION

The Canada-Ontario Labour Force Development Agreement (COLFDA) contains in Section 12 certain provisions designed to provide "fair access" to training in Ontario. Except for a statement that Canada will provide 3 months advance notice of training opportunities to public institutions, there are no regulations which guide how fair access should operate.

This study was designed to capture some baseline data on how fair access is operating currently in 4 locations in the Province: Ottawa, Niagara, Toronto West, and North Bay.

There are two sources of information upon which this report is based:

- a) Data collection for the period of fiscal 91/92 and the first 2 quarters of fiscal 92/93. The CEC and the CITC in each location were asked to prepare materials on their activities during that time period. (See Appendix A for a sample of the forms used). The college was also asked to prepare materials. (See Appendix B for a copy of the request).
- b) Interviews with officials from the CEC, the CITC, and the College in each of the 4 locations. See Appendix C for the interview guide, and Appendix D for the names of individuals who participated in the interviews.

At the outset, it should be noted that the concept of fair access is a "moving target" - its profile has been increasing over time, leading the players to make changes in the way they carry out their duties. In some cases the changes have occurred subsequent to the study period:

- greater openness of the planning process through community meetings of all training providers
- some CITCs have moved to a full tender process

Consequently, the data shown in the report need to be read with care, as they reflect a "point in time" only.

II. CEC ACTIVITIES

PROJECT BASED TRAINING

Profile Of Activity

The total expenditures by the 4 CECs over the 18 month study period for Project Based Training (PBT) are summarized below in Table 1.

Table 1
Total Project Based Training Expenditures

LOCATION	91/92 \$000	92/93 Q1&Q2 \$000	TOTAL \$000
Ottawa	2207	665	2872
Niagara	1807	1185	2992
Toronto West	3566	3463	7029
North Bay	313	606	919
TOTAL	7893	5919	13812

There were 129 projects identified by the CECs; colleges were shown to be the coordinator in about one fifth of the cases. Not-for-profit community based trainers (CBT) and private sector trainers accounted for most of the rest. See Table 2 on the following page.

In a few cases, the college was a trainer under a project where the coordinator was not the college. These partnership arrangements occurred in 7 instances, most often with a school board.

Table 2 also summarizes the allocations to each type of coordinator for the 18 month period. Although colleges were the coordinator in only about one-fifth of the projects, they received directly about one-half of the funds; this was due primarily to two major projects in Toronto West.

Table 2
PBT Activity By Type Of Coordinator

COORDINATOR TYPE	#	PER CENT %	ALLOCATION \$000	PER CENT %
College	28	22	7572	55
School Board	8	6	541	4
Union	0	0	0	0
For-Profit	35	27	1179	8
Not-For-Profit CBT	58	45	4520	33
Other	0	0	0	0
TOTAL	129	100	13812	100

More information on the profile of PBT activities is shown in Appendix E.

Fair Access Process

The data collection form asked whether colleges had been given the opportunity to be the coordinator in cases where others had been selected for this responsibility. The responses provided by the CECs are tallied in the Table 3 below:

Table 3
College Provided Opportunity To Be Coordinator

OPPORTUNITY?	#	%
Yes	32	32
No	68	68
TOTAL	100	100

It should be noted that there is not agreement in one location between the college and the CEC on whether a certain local mechanism gives an opportunity for the college to participate.

Table 4 shows the results when the college "no" position is substituted for the CEC "yes" response.

Table 4
College Provided Opportunity To Be Coordinator
(Second Version)

OPPORTUNITY?	#	%
Yes	1	1
No	99	99
TOTAL	100	100

The raw data show that colleges have not been given the opportunity to be the coordinator in cases where others were selected. The explanation was similar in all 4 locations, and consisted generally of the following points:

- The CEC renews a number of projects on an annual basis. These renewals are not put out to the community for other providers to bid on, unless the CEC is dissatisfied with the quality of the training, or the CEC determines that the project no longer meets labour market needs.
- Training providers are always free to make submissions to the CEC to undertake training in new areas, or to undertake innovative projects in old areas (i.e. to "compete" with existing providers).
- Where the CEC has discretionary dollars (due to monies freed up from non-renewals, due to slippage) it will look to a variety of ways to allocate the funds e.g. ask for submissions from a few providers, go to the shelf for items previously submitted, or ask a provider to undertake a project. The college was said to be the beneficiary of this system in many cases.
- Typically, the distinction between coordinator and trainer is not made in the planning process, so coordinators are not expected themselves to follow a fair access process; put another way, the CEC responds to submissions from coordinators which describe who will do the training (most often the coordinator) and decides whether to fund the project as described in the submission.

LOCAL PURCHASES

Profile Of Activity

Table 5 summarizes the expenditures of the 4 CECs on Local Purchases during the 18 month time period:

**Table 5
Total Local Purchases**

LOCATION	91/92 \$000	92/93 Q1&Q2 \$000	TOTAL \$000
Ottawa	1	241	242
Niagara	8	53	61
Toronto West	0	896	896
North Bay	291	1188	1479
TOTAL	300	2378	2678

There were 94 purchases made by the CECs. Colleges were most frequently selected; private trainers also had a significant share. Community based trainers are not major players. The results are shown in Table 6 below.

**Table 6
Local Purchases By Type Of Trainer**

TRAINER	#	PER CENT %	ALLOCATION \$000	PER CENT %
College	41	43	866	32
School Board	2	2	1491	56
Union	0	0	0	0
For-Profit	38	41	255	9
Not-For-Profit CBT	11	12	54	2
Other	2	2	12	1
TOTAL	94	100	2678	100

It should be noted that one purchase from a school board in excess of \$1M skews the data considerably. In order to provide a more balanced representation of the data during the study period, this single purchase is henceforth excluded from the analysis. Table 7 below shows the results without including the 1 extraordinary purchase from a school board:

Table 7
Local Purchases By Type Of Trainer
(Excluding One Extraordinary Purchase)

TRAINER	#	PER CENT %	ALLOCATION \$000	PER CENT %
College	41	44	866	72
School Board	1	1	11	1
Union	0	0	0	0
For-Profit	38	41	255	21
Not-For-Profit CBT	11	12	54	5
Other	2	2	12	1
TOTAL	93	100	1198	100

Table 8 illustrates the type of training acquired by CECs under the Local Purchase mechanism. Skill Training is by far the largest activity, measured by number of purchases, but Basic Skills and Skill Training are just about equal in terms of dollar volumes of training.

Table 8
Local Purchases By Type Of Training

TRAINING	#	%	\$000	%
Basic Skills	23	25	563	47
Language	1	1	74	6
Skill Training	68	73	558	47
Other	1	1	3	0
TOTAL	93	100	1198	100

More information on the profile of Local Purchases can be found in Appendix F.

Fair Access Process

In discussions with CEC officials, it became clear that many of the local purchases are for a single seat, rather than for a course (i.e. many seats for a number of individuals).

In the case of a single seat purchase, typically the client and a CEC counsellor discuss what is the best course of action for the individual, and together they select an activity from existing offerings of providers. The client and/or counsellor have in theory canvassed the market place (including the offerings of colleges) and selected the most appropriate training activity for the individual, with the CEC paying the fee. The data provided by CEC officials show most often that the trainer was selected as a "sole source" or "client selected", reflecting the situation noted above. (Table 9)

In a few cases, the expenditure was on a bulk purchase of significant size. In some of these instances, the trainer was selected by a tender process.

The information collected from the 4 CECs is shown below:

Table 9
Method of Selecting Trainer

METHOD	#	%	\$000	%
Tender	8	9	455	38
Sole Source	41	44	562	47
Client Select	44	47	181	15
TOTAL	93	100	1198	100

COLLEGE PERSPECTIVE ON CEC ACTIVITIES

- No one mentioned receiving the three month advance warning notices on a routine basis.
- The CEC budgets and decision making process were generally not well understood by the colleges, although that may be improving as all four CECs have recently instituted local planning meetings with all training providers in their community.

"We don't know if we are up against others"

"We don't know what dollars are available"

"We're not routinely notified"

"We're not told why our proposal isn't accepted"

- Year end slippage monies can give rise to last minute scrambles by colleges to respond to opportunities for additional training activity. On the other hand, these colleges are pleased that the CEC turns to them to deliver the training.
- In one location, the college feels that there is a disproportionate share of the monies expended through another provider without fair opportunity provided to the college. This is a potentially explosive situation which, in this consultant's opinion, requires further review.

III. CITC ACTIVITIES

CITC PURCHASES

Profile of Activities

Table 10 summarizes the expenditures of the 4 CITCs on training activities over the 18 month study period. In some instances, expenditures are not evenly spaced over the year; consequently the first two quarters of 92/93 should not be annualized to estimate a full year of activity.

Table 10
Total CITC Training Expenditures

LOCATION	91/92 \$000	92/93 Q1&Q2 \$000	TOTAL \$000
Ottawa	2020	749	2769
Niagara	2282	47	2329
Toronto West	1436	0	1436
North Bay	939	222	1161
TOTAL	6677	1018	7695

Table 11 on the following page provides summary data from all four CITCs on the allocation of funding to the different types of trainers. Colleges and private trainers are the prime providers receiving support from CITCs.

Table 11
CITC Purchases By Type Of Trainer

TRAINER TYPE	COURSES #	PER CENT %	ALLOCATION \$000	PER CENT %
College	187	50	5323	69
School Board	9	2	464	6
Union	3	1	300	4
For-Profit	176	46	1538	20
Not-For-Profit	2	1	70	1
Other	0	0	0	0
TOTAL	377	100	7695	100

Table 12 contains the number of courses and the dollar value of expenditures on each of the types of training purchased by the 4 CITCs during the study period. Skill Training is clearly the prime business of the CITCs.

Table 12
CITC Purchases By Type Of Training

TRAINING	#	%	\$000	%
Skill Training	306	81	6817	89
Language	0	0	0	0
Basic Skills	70	19	813	10
Other	1	0	65	1
TOTAL	377	100	7695	100

Fair Access Process

Data was requested on the percentage of courses and the percentage of training dollars determined through a "multiple submission" process during the 18 month review period. One CITC declined to answer on the basis that the information would require substantial interpretation because:

- some monies were expended on courses which had been selected earlier on a competitive bidding basis
- some monies were expended on courses where there was only one provider capable of providing the training

The data for the remaining three are shown below in Table 13:

Table 13
CITC Purchases Determined Through A Bidding Process

LOCATION	% OF COURSES	% OF DOLLARS
A	62	41
B	5	10
C	50	25
D	N/A	N/A

The survey also asked for data on how often the college put in a proposal in cases where a bidding process was used. One CITC declined to answer on the basis that it did not keep any records after a successful applicant was chosen; another did not provide the requested information. Table 14 contains the data provided by the other 2 CITCs:

Table 14
Participation Rate Of Colleges in Bidding Process

LOCATION	PARTICIPATION RATE (%)
A	N/A
B	100
C	100
D	N/A

Efforts were made to determine how successful colleges were during the study period; in other words, in what percentage of the cases where the college decided to make a submission were they selected as the trainer? The results are shown in Table 15:

Table 15
Success Rate Of Colleges in Bidding Process
(Based on Number Of Submissions)

LOCATION	SUCCESS RATE (%)
A	College unable to estimate; CITC did not provide
B	100% reported by CITC; lower rate suggested by college
C	Over 90% reported by CITC
D	About 90% reported by college; CITC unable to estimate

Where colleges were not selected, the CITCs have reported the following reasons:

- did not meet training requirements as specified in tender
- unwillingness to meet CITC needs
- price

The typical timeframe for responding to request for submissions was given as 1 month. (A: 2/3 weeks; B: 1 month; C: 1 month; D: 2 months). As noted below, only one college commented negatively on the leadtime provided by their CITC.

Each of the CITCs has developed a written set of protocols for undertaking a tender and evaluating submissions. In two of the cases, the CITC operates a two step process, requiring prospective trainers to submit pre-qualification materials in order to obtain approval to be on the bidders list.

It should be noted that there have been significant changes in how some of the CITCs are operating in the current fiscal year, which is outside the data collection period. Here is the current status:

A: CITC develops annual priorities; may use needs surveys; may tender for new courses; existing courses/providers may be renewed if Board agrees. (Developing full tender process in case that is mandated by federal-provincial direction.)

- B: Community meeting of training providers; full tender for all activities. (Previously tendered selectively only.)
- C: Pre-qualification process (i.e. trainer submits qualifications and told whether eligible to bid); full tender process for all activities. (Previously tendered selectively only.)
- D: Pre-qualification process; full tender for all activities; some multi-year contracts.

Most of the activities of CITCs appears to be short term courses the need for which has been determined through a process involving local employers. Unlike PBT which has been used in part to create and sustain new trainers, CITC purchases are most often from existing suppliers. The nature of the "CITC business" makes it amenable to posting requirements and soliciting proposals. It would appear, based on these 4 locations, that the CITC system is moving towards formal tendering for most of its purchases, in response to the increasing emphasis by EIC on "open" processes for expending public dollars.

COLLEGE PERSPECTIVE ON CITC ACTIVITIES

- The college typically is a member of the CITC; its representative can help to ensure the college is aware of the CITCs priorities and selection process
- In one case, the college officials believe that there was a pre-determined share of expenditures assigned to the college, and that they were restricted to bidding on certain courses; the situation will change now that this CITC has gone to a full tendering process
- In only one case did the college note that the leadtime to respond to a tender was too short (1 month)
- The pre-qualification process utilized by two CITCs seemed to be working well.

IV. COMMENTS ON FAIR ACCESS

In addition to collecting data on activities during the 18 month study period, the consultant engaged officials of the CEC, the CITC and the college in a discussion about various aspects of the free access system (see Interview Guide, Appendix C).

It should be noted that some of the questions were retrospective, dealing with how fair access operated in the past. Other questions probed fair access as a concept, at which point many respondents seemed to shift gears, commenting on the full tendering process they believe is about to be mandated by EIC and the province.

The Purpose Of Fair Access

Many of the respondents, be they CEC, CITC or college officials, spoke about the desire to have a level playing field for all training providers as the prime purpose of fair access. Some respondents began their comments by focusing on the colleges i.e. that the purpose of fair access is to ensure that colleges get an opportunity to deliver training sponsored by EIC; most of these respondents quickly broadened their comments to encompass all trainers.

CEC Comments

"Give college a chance; give everyone a chance"
"Opportunity for colleges; opportunity for everyone"
"Everyone can have access to EIC dollars"
"Everyone can put in a proposal"

CITC Comments

"Let everyone throw their hat in the ring"
"Mechanism to push dollars to colleges"
"All bidders have same rules"
"We don't want monopolies"

College Comments

"Equity for all trainers"
"Give us the opportunity to bid; give everybody the opportunity"
"Everyone being informed by buyers of possible purchases"
"Colleges have opportunity to participate"

The Benefits Of Fair Access

Two themes seemed to dominate the discussions about the benefits of fair access: a) equity - the notion that there is the same set of ground rules for all; and b) cost containment - that a bidding process will push costs down and value for money up.

CEC Comments

"Encourages communications"
"Opportunity to select from among the best"
"Better bang for the buck"
"Everyone plays by same rules"

CITC Comments

"Gave college a fair share"
"It opens up the market"
"Cost advantages"
"Ensures value for money"

College Comments

"Gives us a chance (if rules followed)"
"Keeps everyone competitive and honest; improves quality"
"Fair, open, defensible in theory"
"The principles are OK"

The Downsides Of Fair Access

The CEC and the CITC most often mentioned the workload associated with a full tendering process. The colleges focused on the erosion of public infrastructure.

CEC Comments

"Creating overcapacity is system to detriment of colleges; not buying pencils - may be very costly to administer full tender"
"Workload to review; we could get 200 applications!"
"May not always get serious bidders"
"May stifle creativity if EIC has to specify expectations upfront"

CITC Comments

"Can slow process down, reducing our responsiveness; doesn't respect employer-driven nature of our system; how guard against fast buck trainer? We'd need one more full time staff (to tender everything)"

"Required to ask college even when we know it won't win"

"Our workload"

"It's a lot of work"

College Comments

"Creation of job market for private trainers"

"Lots of resources required (by us) to comply (i.e. do proposals)"

"Undermines public infrastructure; false accountability; college should manage all training dollars through its Board"

"Doesn't recognize taxpayers' investment in colleges"

The Communication Of Fair Access To The Community

When asked how fair access had been communicated to the trainers in the community, many respondents cited recent planning meetings sponsored by EIC or the CITC for all training providers (Niagara: November 92; North Bay: May 93; Ottawa: recent date; Toronto West: Spring 93).

The Relationship To Industrial Adjustment Programming

Typically, any expenditures for training which might arise out of an industrial adjustment committee are managed by the local CEC, as there is no separate pot of funds for laid off workers under the control of the committee. This has most often been the norm in Toronto West, although there was a recent case in which year-end monies were expended on projects not managed by the CEC.

The Fairness Of Fair Access

Respondents were asked to reflect on how fair access had been operating in the past and whether they thought it had been fair. The question was open ended, in the sense that it did not specify whether it referred to colleges, private trainers, or not-for-profit community based organizations.

Here are the answers, showing a variety of responses:

CEC Comments

"Yes; everyone gets a chance"

"Colleges got a lot of business; others may say not fair"

"Yes"

"Small trainer may be at disadvantage; can't afford to bid"

CITC Comments

"To the college - yes; to private trainers - no"

"Private trainers and community based trainers probably say college gets preference"

"Yes - we're open to everyone"

"We're scrupulously fair"

College Comments

"We've got fair share of dollars, but not always a chance to bid"

"CITC not fair to us, as our share was arbitrarily restricted"

"Not fair if we don't know about all PBT purchases"

"Fair in principle; unfair to us in practise"

V. COMPETITIVENESS OF COLLEGES

Officials from the CEC, the CITC, and the college all agreed that the training marketplace is becoming more competitive. Colleges, school boards, private trainers, universities, community based organizations are all vying for a portion of the limited training budgets of EIC and the province. In that context it behooves the colleges to strengthen themselves in order to increase their likelihood of success in capturing a share of the market.

EIC and CITC officials were asked what their college in their area had done to become more competitive. In most cases, these respondents could cite examples of ways the college had changed to become more responsive; the college officials also identified a number of steps their college had taken.

Here is a sample of the statements made:

Location A

In this location, the college is working at putting a new internal process into place in order to respond more effectively to changes in the training environment. The CEC does not seem to have noted much of a change, but the CITC has.

CEC Comments

- "Don't seem to be pushing for PBT"
- "Concentrating on post-secondary students"
- "Want guaranteed revenues (from us)"
- "Can't seem to do much on the cost front"
- "Union agreements constraining"

CITC Comments

- "Learning to move more quickly"
- "Becoming more responsive"
- "Still a high cost provider"
- "Can win on quality or if diploma important"

College Comments

- "Created new internal structure"
- "Standardized our pricing policies across departments"
- "Working at marketing our services"

Location B

This college has created a new Division to manage its interests in training. Both the CEC and the CITC have seen a change in the competitiveness of the college.

CEC Comments

"Changed their approach to staffing in order to reduce costs"
"Much more creative in the community"
"Created separate Division"
"Meet regularly with us"
"Recognized need to ensure quality of delivery"

CITC Comments

"Become much more competitive over the last 5 years"
"Set up a profit centre for business training"
"Invested time in planning with us"
"Responsive to our concerns"
"Worked on reducing costs"

College Comments

"Worked hard to reduce costs"
"Cooperative problem solving"
"Customer service orientation (of our Division)"
"Help CITC to build its membership"
"Focus on quality outcomes"

Location C

This college seems to have focused on the quality of its offerings, which has been noted by the CEC and the CITC. Its cost structures remain high which could pose a problem in the future.

CEC Comments

"Reorganization at college to focus (on this area)"
"Developed a more aggressive approach"
"Developed a terrific technology centre"

CITC Comments

"Improved qualifications of staff"
"Cost structures still high"

College Comments

"Improved quality control on courses"
"Better communication with ITC"
"Maintained good relations with CEC"
"New CB agreement lets us do short courses more easily"

Location D

This college has made a concerted effort to improve its position in training. Positive changes have been noted by the CEC and CITC, although high cost structures seem to remain a problem, particularly for the CEC.

CEC Comments

"Created new Division"
"Actively looking for market niche"
"Still high cost deliverer due to collective agreement"
"Quality improving"
"Joint meetings with us"

CITC Comments

"More responsive to needs of our students"
"More flexible in modes of delivery"
"Better quality"
"Lowering costs"

College Comments

"Created new Division"
"Working to establish best possible price"
"New student services"
"Improving quality of teaching"

APPENDIX A

MET/EIC: FAIR ACCESS UNDER COLFDA

SUMMARY EIC DATA

CEC Location: _____

TOTAL ALLOCATIONS
(Training Costs Only)

	Fiscal 91/92 (All) \$000	Fiscal 92/93 Q1 & Q2 \$000	Total (18 mos) \$000
Project Based*			
Local Purchase*			
TOTAL			

* Note: The individual project/contract forms should add up to the totals summarized above.

The data has been compiled by:

Name:

Telephone Number:

NOTES REGARDING INDIVIDUAL FORMS

1. INFORMATION

- Please number the projects/contracts in order from 1 onwards
- Type of training: Basic Skills includes lifeskills, preparation courses, upgrading, job readiness training
- Please circle the number beside the type of coordinator, prime client group, type of training

2. FUNDING SOURCES

- Note that all of 91/92 is included, but only the first half of 92/93.
- Note also that the data cover Training Costs only.

3. FAIR ACCESS PROCESS

- Please circle the appropriate number beside the types of trainers (more than one is possible)

**MET/BIC: FAIR ACCESS UNDER COLFDA
PROJECT BASED TRAINING**

CEC Location: _____

1. PROJECT INFORMATION

Project Name: _____

Name of Coordinator: _____

Type of Coordinator: _____

- | | | | |
|----|--------------------------------|----|--------------|
| 1. | College | 2. | School Board |
| 3. | Union | 4. | For Profit |
| 5. | Not For Profit Community Based | | |
| 6. | Other _____ | | |

Client Group: _____

- | | |
|----|--------------------|
| 1. | Women |
| 2. | Native |
| 3. | Disabled Persons |
| 4. | Visible Minorities |
| 5. | All Other |

2. FUNDING SOURCES AND AMOUNTS (Training Costs Only)

	Fiscal 91/92 (All) \$000	Fiscal 92/93 Q1 & Q2 \$000	Total (18 mos) \$000
CRF			
UI			
SAR			
TOTAL			

3. FAIR ACCESS PROCESS

Did the college have an opportunity to be the coordinator for this project?

YES _____ NO _____

If NO, why not?

If not, was the coordinator advised of the "Fair Access" policy?

YES _____ NO _____

If NO, why not?

Who supplied the training provided in this project:

- | | | | |
|----|--|----|-------------------------------------|
| 1. | College | 2. | School Board |
| 3. | Union | 4. | For Profit (Private Sector Trainer) |
| 5. | Not For Profit Community Based Trainer | | |
| 6. | Other _____ | | |

**MET/EIC: FAIR ACCESS UNDER COLFDA
LOCAL PURCHASES**

CEC Location: _____

1. CONTRACT INFORMATION

Trainer: _____

Type of Trainer:

1. College
2. School Board
3. Union
4. For Profit
5. Not For Profit Community Based
6. Other _____

Type of Training:

1. Basic Skills
2. Language
3. Skill Training
4. Other _____

2. FUNDING SOURCES AND AMOUNTS (Training Costs Only)

	Fiscal 91/92 (All) \$000	Fiscal 92/93 Q1 & Q2 \$000	Total (18 mos) \$000
CRF			
UI			
SAR			
TOTAL			

3. FAIR ACCESS PROCESS

Who was given the opportunity to provide this training?

1. College
2. School Board
3. Union
4. For Profit
5. Not For Profit Community Based
6. Other _____

What process was used to solicit proposals/select a trainer?

1. Tender (e.g. newspaper ad; notification to trainers)
2. None - sole source
3. Other _____

If a tender, how many proposals were received? _____

If the college submitted a proposal, and was not successful, why not?

MET/EIC: FAIR ACCESS UNDER COLFDA
CITC PURCHASES

CITC Location: _____

The data has been compiled by

Name: _____ Telephone Number: _____

1. FUNDING LEVELS (Training Costs Only)

	Fiscal 91/92 (All) \$000	Fiscal 92/93 Q1 & Q2 \$000	Total (18 mos) \$000
TOTAL \$			

2. PROFILE OF TOTAL EXPENDITURES

By Type of Trainer:

Trainer	# Courses	\$ (000)
1. College		
2. School Board		
3. Union		
4. For Profit		
5. Not For Profit Community Based		
6. Other _____		

By Type of Training:

Type of Training	# Courses	\$ (000)
1. Skill Training		
2. Language		
3. Basic Skills		
4. Other _____		

Note: Basic Skills includes upgrading, lifeskills, preparation courses, job readiness training.

- 2 -

3. FAIR ACCESS PROCESS

During the 18 month period under review, what percentage of training activities were determined through a "bidding" process i.e. submissions from more than one training provider:

Percentage of courses _____

Percentage of training dollars _____

What process did you typically use in order to solicit the submissions?

On average, for the courses where more than one provider made a submission, how many proposals were received:

Average Number Of Proposals _____

Where more than one provider made a submission, how often did the bidders include the college:

Percentage* of cases where the college was a bidder _____

* Note that this percentage is computed as follows:

$$\frac{\text{Number of times college made a submission}}{\text{Number of times more than one submission received}}$$

In cases where the college made a submission, but was unsuccessful, what were the typical reasons for not selecting the college?

APPENDIX B

April 6, 1993

Mr. John Brock, Director
Canadore College
School of Industrial Technology & Skills Development
1300 Gormanville Drive
North Bay, Ontario, P1B 8X9

Dear Mr. Brock:

As you are already aware, your area has been selected as one of the four sites in Ontario for the review of "Fair Access" under the Canada-Ontario Labour Force Development Agreement. The review is a joint project of The Ontario Ministry of Education and Training (MET) and Employment and Immigration Canada (EIC). You should have received notification about this project, including terms of reference, from Mr. John Kreppner, Manager, Federal Provincial Relations, MET.

I have been engaged to undertake the study, and will be visiting your area on Tuesday, May 4 to meet with officials from the CEC, Canadore College and the CITC. My schedule is as follows:

9:00 AM	North Bay Canada Employment Centre
11:30 AM	Nipissing District CITC
2:00 PM	Canadore College (your office).

In preparation for my visit, would you please review your files to determine the number of Requests For Proposal you have received from each of the CEC and the CITC over the 18 month time period from April 1, 1991 to September 30, 1992 in order to determine the following:

- the lead times involved in each;
- the number you chose to bid on;
- the number you chose not to bid on, and the reasons why not;
- the number of cases where you were unsuccessful, and the stated reasons.

I look forward to seeing you on May 4th. If you have any questions about this project you may call Andrea Strom of MET at (416) 967-8360. If you have any questions about my visit, please feel free to contact me.

William G. Wolfson

WCW SERVICES LIMITED

28 LOWER VILLAGE GATE, TORONTO, ONTARIO, M5P 3L7
(416) 487-1685 (B) (416) 487-6050 (H) (416) 487-1481 (FAX)

APPENDIX C

MET/EIC: FAIR ACCESS UNDER COLFDA

INTERVIEW GUIDE

Questions For All

1. What do you understand the term "fair access" to mean? What is its purpose?
2. In analyzing the current "fair access" process, what are
 - a) its strengths / benefits
 - b) its weaknesses / downsides
3. How well is the "fair access" policy understood in the community by all the training partners? How has it been communicated?
;
4. Has the manner in which the policy is executed been fair to colleges and other training providers?
5. What are the guidelines under which the current "fair access" policy operates?
 - to whom are RPP's be sent / who is canvassed for submissions?
 - which EIC funding/projects are covered; which are exempt?; what about the Industrial Adjustment Program?
 - how often are existing projects opened to new coordinators?
 - what leadtimes are used?
 - what are the selection criteria?
 - probe for existence of written materials
6. Other questions, based on prepared materials.

Additional Questions For College

7. What has been your experience with "fair access" in terms of:
 - lead times (actual, desirable)
 - selection criteria
8. In cases where the college has not put in a submission, why have you not done so?
9. What has the college done to increase its competitiveness?

Additional Questions For EIC and CITC

10. What has the college done to increase its competitiveness? (Both EIC and CITC)
11. What do you tell coordinators about the "fair access" provisions? (EIC Only)

APPENDIX D

LIST OF OFFICIALS INTERVIEWED

Niagara	CEC	Jim Williams Victoria Guertin
	CITC	Ann Dixon
	College	Dan Patterson Bea Clark
 North Bay	 CEC	 George Lowe Ross Taylor
	CITC	Tony Adamo
	College	John Brock Jackie Brunette Paul Lafontaine Jack Tipler
 Ottawa	 CEC	 Germaine Laporte Joanne Lamothe
	CITC	Susan Lafleur Daniel Rousseau
	College	Lyse Trottier (A short time was spent with the Algonquin Training Council, chaired by Bill Conrod, consisting of 18 college officials)
 Toronto West	 CEC	 Ron Crockford Kerry Holland Maria Liberi
	CITC	Glen Markle
	College	Lois Willson Diane Horner

APPENDIX E
PROFILE OF PROJECT BASED TRAINING

Table E-1
Project Based Training
Total Expenditures by Source

	91/92 \$000	92/93 Q1&Q2 \$000	Total (18 Months)
CRF	612	295	907
UI	6132	4740	10872
SAR	1150	883	2033
TOTAL	7894	5918	13812

Table E-2
Project Based Training
Total Expenditures by 4 CECs
\$000

	Ottawa	Niagara	Toronto West	North Bay	Total
CRF	338	145	255	167	905
UI	2085	2079	6215	496	10875
SAR	449	768	559	256	2032
TOTAL	2872	2992	7029	919	13812

Table E-3
Project Based Training
Client Groups Served

	# of Projects	%
Women	61	30
Native	1	0
Disabled Persons	35	17
Visible Minorities	46	23
All Others	60	30
TOTAL	203	100

Note: Total exceeds number of projects due to multiple responses.

APPENDIX F
PROFILE OF LOCAL PURCHASES

Table F-1
Local Purchases
Total Expenditures by Source
\$000

	91/92 \$000	92/93 Q1&Q2 \$000	TOTAL \$000	%
CRF	0	205	205	8
UI	300	1270	1570	59
SAR	0	903	903	33
TOTAL	300	2378	2678	100

Table F-2
Local Purchases
Total Expenditures by 4 CECs
\$000

	Ottawa	Niagara	Toronto West	North Bay	Total
CRF	55	21	129	0	205
UI	27	40	24	1479	1570
SAR	160	0	743	0	903
TOTAL	242	61	896	1479	2678

